

BEHAVIOUR FOR LEARNING POLICY



PURPOSE

The Australian International Islamic College is committed to the creation of positive, challenging, and supportive learning environments in which students are encouraged to exceed their learning and developmental expectations. This policy's goal is to develop the student's character, by developing respect and passion for the Islamic faith and the practical, daily, implementation of the Islamic traditions and values in every aspect of student life at the College. The Islamic tradition that underpins this policy is: ***Al Adab Qabla Talab – Respect before Learning***

SCOPE

This policy applies when students are on the campus, travelling to and from the College, when they are off-site on excursions or attending camps and at any time when students are representing the College.

VALUES

The Behaviour for Learning policy has at its foundation in core Islamic elements deemed essential by all stakeholders of the school community.

1. Promoting *Adab* (Respect)
2. Nurturing *Taqwa* (God Consciousness) by example.
3. Creating a learning environment informed by an Islamic worldview- faith through action.
4. Student character development by the external manifestation of all components of the Islamic faith.
5. The development of self- correction, emotional intelligence, and resilience.
6. The whole College community is focused on the development of student behaviour, their character and Islamic faith development.

STUDENT BEHAVIOURAL RESPONSIBILITIES

Core Responsibilities

- Student behaviour, conduct, manners, and language should be to the highest standard which brings credit to themselves, their families, the school community and the Islamic faith.
- All students should treat all members of the school community with courtesy and respect.
- Bullying, intimidation, or any form of harassment (physical or verbal) will not be tolerated.
- Students should respect all College property. Vandalism of any kind will not be tolerated.
- Students should proceed directly to their classroom/s when expected, as per the school schedule and bell times. Students should move through the school promptly, with courtesy for others and as directed by the teachers and other support staff.

Classroom Responsibilities (Appendix 2)

- **Respect:** It's important for students to show respect to themselves, the teachers, classmates, the College, and the learning environment.
- **Follow:** The students look up to our beloved Prophet Muhammad PBUH as a mentor and role model and try to follow his guidance and example in how they behave and learn.
- **Prepare:** Students are to be well-prepared for all lessons, "Am I ready to learn today?".
- **Participate:** We should actively participate in positive behaviours and classroom activities, as it creates a welcoming and engaging atmosphere for everyone.
- **Listen:** When the teacher and classmates are speaking, students are to listen attentively and respectfully so all can understand and learn.
- **Support:** Students are to support and encourage their classmates to do their best and engage in positive actions.
- **Punctual:** Students are to make sure they are on time for prayers (Salah) at home and at school. Being on time for all lessons, completing assignments on time, and being prompt in all interactions.
- **Compassion:** Allah is kind to those who show kindness to others. Students are to show kindness and care for one another.
- **Responsibility:** Students all have the responsibility to help and support each other.
- **Integrity:** Honesty is key in all classrooms. Students are to be truthful in all words and actions, fostering an environment of trust and integrity.
- **Inclusion:** Students are to acknowledge and appreciate the unique qualities and contributions of each classmate. Creating a sense of belonging and respect within each classroom.

Classroom Routines (Appendix 1)

1. Students arrive at class on time and are ready to learn.
2. Students are to line up (boys' line and a girl's line) outside the classroom and wait quietly for the teacher's arrival.
3. Students, at the teacher's instruction, are to enter the classroom quietly and stand behind their assigned desks.
4. Students sit in the pre-allocated seating plan.
5. Students are to contribute to the class or class discussion on the instruction of the teacher.
6. Students must always uphold the Colleges Islamic ethos, especially during daily prayer (Salah)
7. Students must use respectful language to their teachers and classmates.
8. At the end of each lesson the students must clean and tidy their work areas and the classroom.
9. Students must stand quietly behind their tables and wait for the teacher to dismiss them from the lesson.
10. Students must leave the class in an orderly and quite manner.

STAFF ROLES AND RESPONSIBILITIES

Classroom Teacher is responsible for:

- Creating a learning environment that is grounded in the Islamic tradition, disciplined, challenging, supportive and caring.
- Reinforcing positive behaviour through encouragement, reward and praise, aligning with the principles of gratitude and positive reinforcement found in the Islamic tradition.
- Utilizing letters of commendation and the recording of positive behaviour actions on TASS to promote and recognize virtuous conduct.
- Consistently applying the Behaviour for Learning policy. Establishing and maintaining the highest behavioral expectations, while remaining consistent with Islamic values and teachings.
- Being consistent in their approach and fair in their application of the Behavior for Learning Policy.
- Recording of student behaviour in TASS in accordance with the policy's positive and corrective referral instructions.
- Encouraging students to participate in the formulation of the classroom rules. Rules should complement all the stated student responsibilities and class routines.
- Facilitate the positive resolution of difficulties and conflict.
- Completing an incident form whenever there are behavioural incidents, requiring resolution.

- Communicating with parents regarding any serious or repeated breaches of the Behaviour for Learning policy. Communication may be via telephone call or email. All parent communication must be recorded on TASS.
- Refer cases (appendix 3) to the Assistant Heads of Student Welfare, when necessary, in accordance with the policy.

Assistant Heads of Student Welfare are responsible for:

- Co-ordinating and reviewing the implementation of the Behaviour for Learning Policy.
- Monitoring student behaviour in the school grounds and taking necessary actions.
- Follow incident handling protocol (appendix 5) when addressing any incidents.
- Referring to the HOS and Principal, any student behaviour incidents that align with Tier three breaches of the Behaviour for Learning Plan (refer to section 4)
- Organize parental meetings as required.
- Record all parent conversations and meetings on TASS.

Head of School (HOS) is responsible for:

- Ensuring the Colleges Behaviour for Learning Policy is consistently applied within each learning/subject area.
- Ensuring the Assistant Heads of Student Welfare are vigilant and proactive in the application of the Behaviour for Learning Policy.
- Ensuring that the policy is applied consistently and fairly and recorded on TASS.
- Ensuring that all communication with parents is timely, constructive, and recorded on TASS.

Communicating with Parents

- It is encouraged that staff maximize their contact with parents/ caregivers.
- It is important that the efforts of students are recognized and acknowledged, and parents/caregivers are informed of their child's actions.
- Letters of commendation, phone contact, acknowledgement slips, and scheduling parents/caregiver's interviews are regular and informative to improve staff /parents / caregiver's relationships.
- Staff should immediately contact parents when a child's disruptive behaviour is in breach of the behaviour for the Learning Policy and what corrective and supportive action has been implemented.

BEHAVIOUR FOR LEARNING THROUGH MULTI-TIER INTERVENTION SYSTEM

The Australian International Islamic College has embraced a multi-tier approach to student behaviour for learning, grounded in the Islamic tradition encompassing both positive and negative conduct within and beyond the classroom. Teachers and support staff will recognize and promote the virtuous behaviour of the students and ensure that all behavioural responsibilities of the students are upheld in accordance with the Islamic traditions and values.

Students' virtuous behaviour recognition

The Australian International Islamic College is committed to providing a positive learning environment which encourages and celebrates virtuous, respectful, and disciplined behaviour. The College is committed to celebrating student behaviour which reflects the Islamic tradition such humility, respect, and service to others and the college community.

Figure 1 shows a positive behaviour recognition diagram and Table 1 displays the examples of recognition.

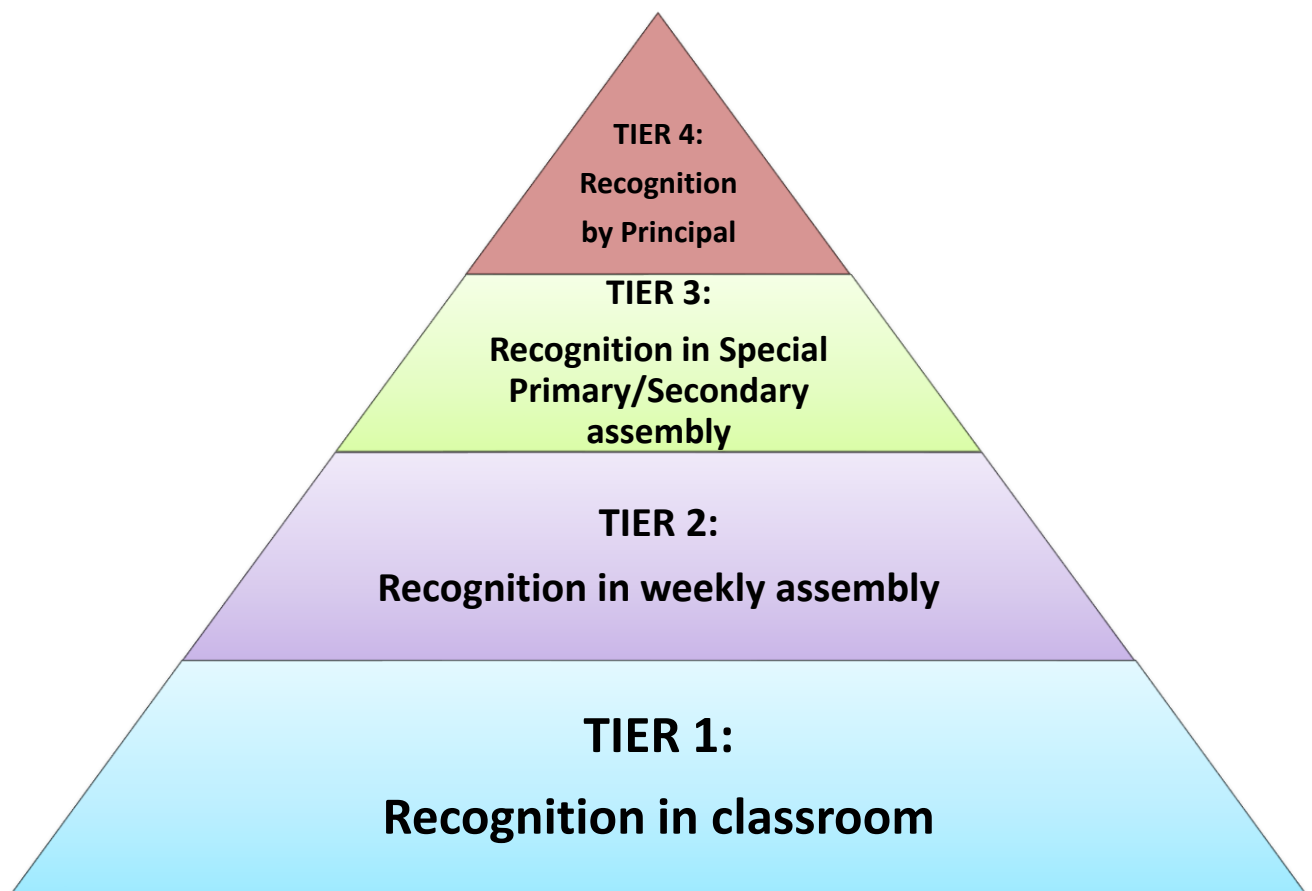


Figure 1: 4-Tier Recognition Process

Table 1: 4-Tier Virtuous Behaviour Recognition Plan	
Tier	Example of Recognition
Tier 1: Recognition in classroom	<ul style="list-style-type: none"> • Positive TASS entry • Praising • Contact parents • Muhsiineen slip. • Any other positive behaviour as per teacher referral
Tier 2: Recognition in weekly assembly	<ul style="list-style-type: none"> • Positive recognition awards (at least 5 positive TASS entry) • Muhsineen award (e.g., always picking up litter, helping other students and staff, always volunteer for packing salah mat, etc.) • Islamic Ethos award (always arrive on time for salah, focused on salah, demonstrates Islamic faith in action.) • Model student (i.e. uniform is always neat and tidy, courteous, prepared, punctual.) • Student is respectful punctual and organized.
Tier 3: Recognition in special awards ceremony	<ul style="list-style-type: none"> • Student of the month • All other recognitions in Tier 2 • Special morning tea with Principal/Deputy Principal
Tier 4: Recognition in Term/Semester assembly	<ul style="list-style-type: none"> • Principal awards • Special awards (Muhsineen, Islamic ethos, service, and persistence)

Student breaches of behaviour responsibilities and consequences:

To maximize the effectiveness of this approach, the college categorizes incidents into multi-tier levels based on the severity of the behaviour. Figure 2 shows a 3-tier behaviour management plan and table 2 outlines examples of behaviours in each level, consequences, responsible staff, and support plan. The table is not exhaustive and should be used as a guide.

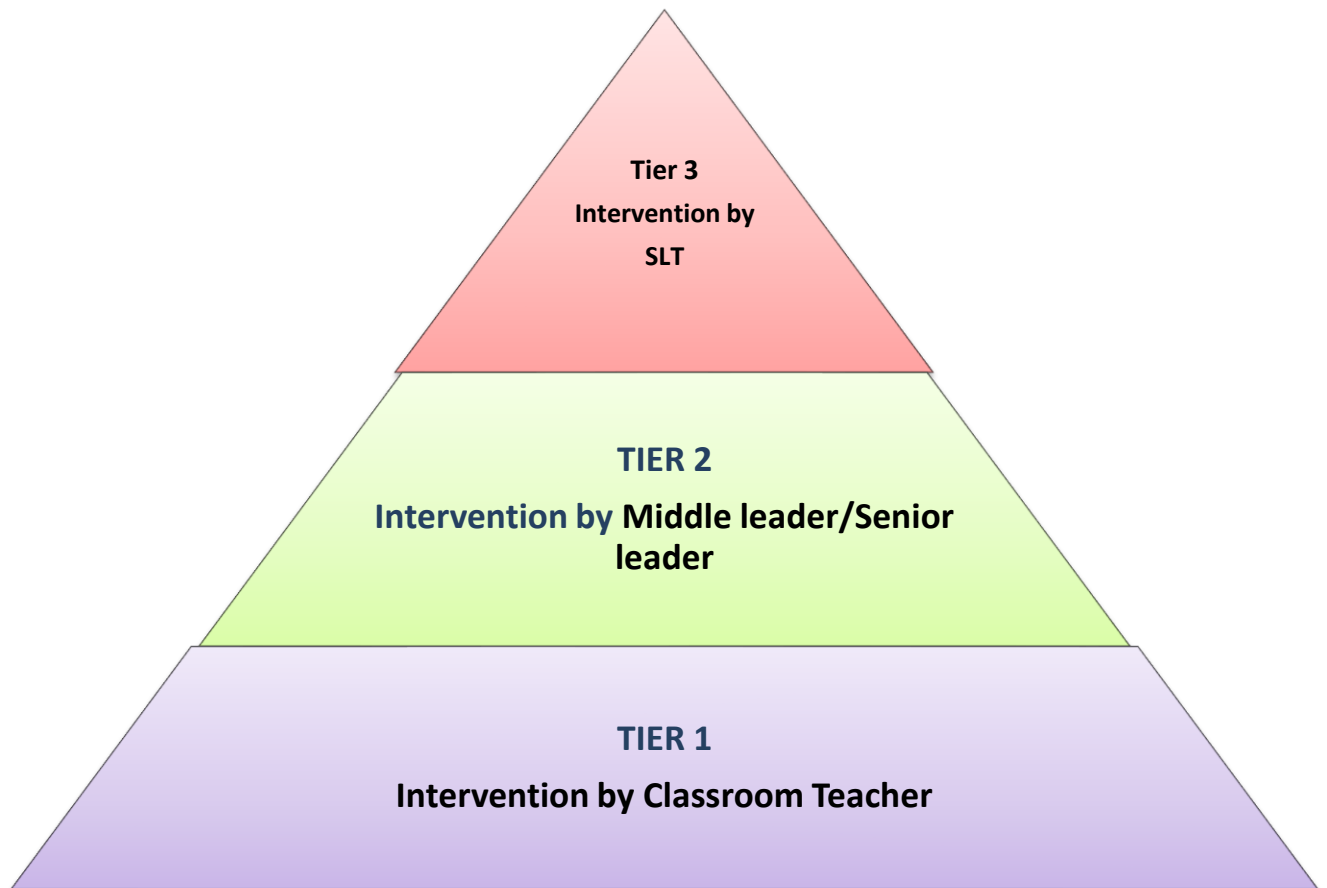


Figure 2: 3-Tier Behaviour Responsibility Plan

Table 2: 3-Tier Breaches of the Behaviour for learning Policy

Behaviours	Consequences	Staff responsible	Support plan
TIER 1 (All incidences and actions to be recorded on TASS)			
Not following AIIC WIDE NORMS (appendix 1) and classroom expectations chart and routines (appendix 2).	Verbal warning, contact parents.	Classroom teacher	<ul style="list-style-type: none"> • Teach, practice, and reinforce classroom expectations and routines. • Recognize and celebrate students consistently demonstrating virtuous behaviour and following the routine and responsibilities.
Incorrect uniform/hair cut	<ul style="list-style-type: none"> • Uniform infringement slip. • Contact parents 	Form/Class teacher	<ul style="list-style-type: none"> • Individual talking. • Communicate with parents
Wearing jewelry/make up/nail polish/hair gel	<ul style="list-style-type: none"> • Uniform infringement slip. • Contact parents 	Form/Class teacher	<ul style="list-style-type: none"> • Individual talking. • Communicate with parents
Regular absence/late from school	<ul style="list-style-type: none"> • Verbal warning • Contact parents 	Form/Class teacher	<ul style="list-style-type: none"> • Organise parent meeting.
Lateness to class/prayer	<ul style="list-style-type: none"> • Verbal warning • Contact parents 	Classroom teacher/duty teacher	<ul style="list-style-type: none"> • Individual talking. • Communicate with parents
Littering, Loitering	<ul style="list-style-type: none"> • Verbal warning • Litter pick up 	Duty teacher	<ul style="list-style-type: none"> • Individual talking
Carrying banned items (e.g., Chewing gum, spray, any drinks)	<ul style="list-style-type: none"> • Verbal warning • Lunch/morning tea detention 	Classroom/duty teacher	<ul style="list-style-type: none"> • Individual talking • Communicate with parents
No laptop/books/stationery	<ul style="list-style-type: none"> • Contact parents. 	Subject/ Classroom teacher	<ul style="list-style-type: none"> • Individual talking. • Communicate with parents
Disruptive or disrespectful behaviour Disrupting the learning of others.	<ul style="list-style-type: none"> • Verbal warning • Lunch/morning tea detention 	Subject/ Classroom teacher	<ul style="list-style-type: none"> • Individual talking. • Communicate with parents
TIER 2 (Includes any repeated incidents of Tier 1 behaviours) (All incidences and actions to be recorded on TASS)			
Missing/ skipping classes/salah	After school detention		<ul style="list-style-type: none"> • Organise parent meeting.

Talking/misbehaving during prayers	Weekly detention	Counsellor Imam	<ul style="list-style-type: none"> • Individual talking. • Communicate to parents
Being in an out of bounds/ prohibited area	Weekly detention	Duty teacher/AHSWF	<ul style="list-style-type: none"> • Individual talking. • Communicate to parents
Carrying or using a mobile phone	Confiscation of mobile phone and refer to Assistant Head Student Welfare	Classroom/duty teacher/AHSWF	Communicate to parents
Misbehaviour in the bus towards the bus driver, students or causing a nuisance to the public	After school detention	AHSWF/HOS	Communicate to parents
Misbehaviour in camps, excursions, and incursions	After school detention	Staff on duty/AHSWF/HOS	Communicate to parents
TIER 3 (Includes any repeated incidents of Tier 2 behaviours) (All incidences and actions to be recorded on TASS)			
Possession of prohibited items including cigarettes, vape pen or knife. Smoking/vaping	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by AHS-SW
Using vulgar or abusive language, cursing, or swearing	Suspension	Assistant Head of SWF (AHSWF)	<ul style="list-style-type: none"> • Individual talking. • Communicate to parents
Physical, psychological, or cyber bullying or intimidating and threatening others physically or verbally at school or through any electronic media inside or outside school	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by AHS-SW
Physical fight	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by AHS-SW

Stealing	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by AHS-SW
Any verbal, or physical threat or gross disrespect towards teachers and support	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by year AHS-WF.
Graffiti/vandalism or damaging school property.	Suspension	HOS/DP/Principal	<ul style="list-style-type: none"> • Parents contacted and called for a meeting. • Re-entry meeting and post suspension counselling • Behaviour monitoring by year AHS-WF.

1. SUSPENSION OF ENROLMENT

A student at the college may be suspended, either internally or externally. Suspension is considered in cases where a student's behaviour poses a risk to others or when their recurrent conduct demonstrates a reluctance to adhere to our college values or incorrect inappropriate behaviour. Where a student is suspended, parents will be communicated with in writing and must collect their child immediately.

Following suspension, students must attend a **re-entry meeting** with a parent and the respective Head of School/ Deputy Principal/Principal. This meeting is designed to ascertain the students' suitability to return to the College. If a student demonstrates by their behaviour and attitude that they are not ready, their suspension may be extended. It may be determined that following an external suspension a child will transition to class gradually and will be placed on a Student Re-Engagement plan.

Students who have been suspended for repeated Tier 2 or Tier 3 behaviors may also be excluded from college events, camps or excursions. Their attendance at such events is at the discretion of the teachers and or the College leadership team.

If a student is suspended more than two times a year, they will be required to sign a behaviour declaration (appendix 4) form upon the return from their third suspension. The behaviour declaration form states that any further violations of college policies will result in the termination of enrolment.

2. TERMINATION OF ENROLMENT

Where a student's behaviour is so severe, dangerous or in such serious violation of our college expectations, their enrolment may be terminated. The termination of a student's enrolment is at the sole discretion of the principal.

Where a student engages in criminal behaviour, serious or repeated violent behaviour, serious or repeated bullying and harassment or where their behaviour demonstrates a repeated and malicious intent to defy our College Values, the Principal may decide to terminate enrolment.

In these instances, the child will first be suspended, pending termination. This allows for a thorough review and consultation regarding the child and their behaviour. During this time, the student is not permitted to attend the College. Following this review, the principal will decide regarding termination, and this will be communicated in writing to the parents.

3. INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Individual student behaviour plans may be implemented in certain circumstances. Behaviour plans will be negotiated between school staff, the student, and the parents/guardians, and will consider the students':

- a) age
- b) developmental needs
- c) behavioural context.

Students are placed on a individual behaviour plan depending on the severity of their behaviour. Any students who return from suspension may be placed on a student behaviour plan or if they need structure to help engage with the student responsibilities and or class routines. The College will refer the student to other support available and review, assess, and or modify the plan as needed.

4. BEHAVIOUR AND DISABILITY

The Australian International Islamic College recognizes that students with disability may exhibit behaviours that contravene school codes and policies due to their disability. Therefore, the HOS, DP and the Principal will exercise discretion and compassion when addressing matters involving students with disabilities while considering the rights and safety of other students.

5. PRIVACY AND CONFIDENTIALITY

The students of AIIC may have an expectation that their privacy and confidentiality is preserved by the College, as is legislated. The College is committed to enforcing our own privacy policy, in line with legislation.

Teachers will only discuss matters concerning a student with the students' parents/carers. Similarly, parents can feel comfortable knowing that their child will not be discussed with other parents. This position excludes situations of serious child safety, or where the College must communicate with external parties such as the Police.

In situations of a serious breach of the Behaviour for Learning Policy, where a child has been victimized, parents can expect to be communicated with to explain,

- That the matter has been investigated
- What the outcome of the investigation was
- That the appropriate actions have been taken.

6. RELATED POLICIES/DOCUMENTS

- Attendance and punctuality policy
- Anti bullying policy
- Day light policy
- Homework and diary policy
- Students with a disability policy
- Uniform and personal appearance policy
- Mobile phone and personal device policy
- Incident Handling protocol
- Individual behaviour plan

Appendix 1:

A Students arrive to class, on time and prepared to learn

B Students are to line up quietly outside the classroom and wait to be invited inside

C Students sit in a pre-allocated seating plan for each class

D Students are first invited to speak whilst in class

E Students uphold the Islamic ethos at all times, including the importance of daily prayer

F Students use language that is respectful

G Students engage in behaviour that preserves the rights of the teacher to teach and of their peers to learn

H Students devote 5 minutes at the end of class to leave the room clean and tidy

I Students stand quietly behind their chairs before being dismissed

AUSTRALIAN INTERNATIONAL ISLAMIC COLLEGE
2002

AIIC WIDE NORMS



Appendix 2:

Classroom Expectations

Respect	It's important for us to show respect to ourselves, our teachers, our classmates, our school, and our learning environment.
Follow	Let's look up to our beloved Prophet Muhammad PBUH as a mentor and role model and try to follow his guidance and example in how we behave and learn.
Prepare	Let's make sure we are well-prepared for our lessons, as it will help us learn and prepare for life's challenges. Remind ourselves every morning, "Are we ready to learn today?"
Participate	We should actively participate in positive behaviours and classroom activities, as it creates a welcoming and engaging atmosphere for everyone.
Listen	When our teacher or classmates are speaking, let's listen attentively and respectfully, so we can understand and learn from what they are saying.
Encourage	Let's support and encourage our classmates to do their best and engage in positive actions. By doing so, we create a supportive and motivating classroom environment.
Punctual	Let's make sure we are on time for our prayers at home and at school. Being on time for our lessons, complete our assignments on time, and be prompt in our interactions.
Compassion	Allah is kind to those who show kindness to others. Let's spread kindness and care for one another.
Care	Take care of ourselves, our work, and our behaviour in the classroom. Each one of us is valuable and our contributions matter.
Responsibility	We all have a responsibility to help and support each other. Let's work together and take responsibility for our actions and their impact on others.
Honesty	Honesty is key in our classroom. Let's be truthful in our words and actions, fostering an environment of trust and integrity.
Acknowledge	Let's acknowledge and appreciate the unique qualities and contributions of each classmate. By doing so, we create a sense of belonging and respect within our classroom.

Appendix 3:

STUDENT REFERRAL FORM

Student's Name _____

Date: _____

Referred to: _____

Period: _____

Reason for Referral

- Discipline
- Attendance
- Academic
- Personal
- Truancy
- Explanation

Date: _____

Action Taken by:

- Deputy Principal/Principal
- Assistant Head -SWF
- Counsellor
- Teacher
- Others

Action taken:

- Parent Teacher Meeting
- Disciplinary Measures
- Email Sent
- Home Call
- Assigned Detention

Description of Action Taken

Second Referral

Student Behaviour Declaration Form

Student's Name: _____ **Year/Class:** _____

AT RISK OF TERMINATION

Exclusion is the most serious disciplinary action that any school principal can take against a student and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

As per the Education (General Provisions) Act 2006, each of the following is a ground for exclusion:

- persistent disobedience.
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students.
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
- A student's attendance at the school poses an unacceptable risk to the safety or well-being of other students or of staff.
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
- The student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

I understand that I have been given an opportunity to demonstrate that I am able to re-engage with my academic studies and meet the standards of our college motto of *Excellence in Education, Character and Service*.

I agree and will comply with the rules and regulations for student behaviour as determined by the Australian International Islamic College.

I understand that the College shall have the right to enforce appropriate standards of conduct and behaviour and that my enrolment may be terminated if I breach the grounds of exclusion listed above.

Signature of Student: _____

Signature of Parent: _____

Date: _____

Incident Handling Protocol

